DOCUMENT RESUME

ED 448 995 SE 063 762

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TITLE	Transforming Middle School Science Education. Ways of Knowing in Science Series.
ISBN	ISBN-0-8077-3922-7
PUB DATE	2000-00-00
NOTE	112p.; Foreword by James J. Gallagher.
AVAILABLE FROM	Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 (paperback: ISBN-0-8077-3922-7, $19.95; hardcover: ISBN-0-8077-3923-5, $50). Tel: 800-575-6566 (Toll Free); Web site: http://www.teacherscollegepress.com.
PUB TYPE	Books (010) -- Reports - Evaluative (142)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Academic Achievement; *Curriculum Development; *Educational Change; *Interdisciplinary Approach; Mass Media; *Middle Schools; Motivation; *Science Education; Scientific Literacy

ABSTRACT

This book considers the current reform movement in science education and points out problems with the education of early adolescents who are caught in the middle. The first six chapters cover the need for a science curriculum addressing the personal, social, developmental, and emotional needs of middle school students. Chapter 7 presents a curriculum proposition that is in harmony with the new paradigm of science, is interdisciplinary, and uses everyday problems. Chapter 8 recommends helping students learn science through human health. (Contains 181 references.) (YDS)

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